

Agar-Blunt-Onida School District Improvement/Progress Report Form

Principle: 3 – Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in areas of non-compliance)

24:05:25:04 Evaluation procedures

A variety of assessment tools and strategies used to gather relevant functional and developmental information about the child to determine eligibility and program placement.

Cited from Functional Assessment for Special Education, February 5, 2002

“Functional assessment results or summaries must be incorporated into some form of evaluation report. For example, the special educator in district may write a report that details both the standardized achievement assessments given as well as the functional assessment that was administered to the student. Other districts may choose to have the psychologist include all of the ability testing, standardized and achievement testing, and the functional assessment into one consolidated report. Another option is to summarize the functional assessment on a separated form made by the district. Functional assessment results or summaries are then incorporated into the student’s present levels of performance statement within the IEP, with annual goals and short-term objectives/benchmarks developed based upon the student’s present levels of performance”.

24:05:25:04.03. Determination of eligibility.

Upon completing the administration of tests and other evaluation materials as required by this chapter, the individual education program team and other individuals required by § 24:05:25:04.02 shall determine whether the student is a student with a disability, as defined in this article. The school district shall provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.

Through a review of 8 student records, the monitoring team found the district staff did not analyze and develop an evaluation report of strength and needs for specific skill areas affected by the student’s disability. The student’s present levels of academic performance, their progress in the general curriculum or development of annual goals and short term instructional objectives therefore did not link to evaluation. Functional assessment information was available through a variety of sources in the district; however, there is not an established process across all grade levels and disciplines for analyzing, summarizing or integrating the information into the 25 day evaluation process for all eligible students.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure comprehensive evaluations are conducted by a team of knowledgeable staff, which includes parent input.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Functional assessment results or summaries will be written into an evaluation report that links to present levels of performance.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve?</p> <p>The district will utilize a functional assessment summary report at the conclusion of the evaluation process. All Special Education staff will utilize this document. The Special Education Director will then randomly spot check the utilization of the functional assessment summary report.</p> <p>What data will be given to OSE to verify this objective?</p> <p>At the time of the 6-month progress and 12-month progress reports, the Special Education Director will provide OSE with documentation of the percentage of functional assessments that were completed via a random spot check. This includes all grade levels and all disciplines.</p>	Ongoing	Special Education Director, Special Education Staff	Ongoing	Met June 04
Please explain the data (6 month): 10 of 10 (100%) functional assessment summary reports were reviewed within student files and were found to meet the described objective. This review encompassed documents from all special services staff members within the district.				
Please explain the data (12 month): 13 of 13 (100%) functional assessment summary reports were reviewed within student files and found to meet the desired objective. This included files from all four special services providers within the district.				

<p>2. What will the district do to improve?</p> <p>The present levels of performance will link to the functional assessment report. A copy will be given to the parents. The district will conduct peer reviews to monitor the implementation.</p> <p>What data will be given to OSE to verify this objective?</p> <p>At the time of the 6-month progress and 12-month progress reports, the Special Education Director/Staff will provide OSE with documentation of the percentage of functional assessments reports that were completed and were linked to the present levels of performance. Peer review reports will be provided to OSE with an analysis of the results.</p>	<p>Ongoing</p>	<p>Special Education Director, Special Education Staff</p>	<p>Ongoing</p>	<p>Met June 04</p>
<p>Please explain the data (6 month) Through peer reviews, it was found that 6 of 7 files (86%) demonstrated that present levels of performances were correlated to the functional assessment reports. Both documents have been provided to parents at meetings within the last 5 months and will continue in future placement meetings.</p>				
<p>Please explain the data (12 month): 100% (13 of 13 files) demonstrated that present levels of performance were linked to the students' functional assessment reports. The documents were presented and then provided to all applicable parents/guardians.</p>				

Principle: 5 – Individual Education Program				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>24:05:27:01.03. Content of individualized education program.</u></p> <p>The individual education program must include a statement of how parents will be regularly informed of their student's progress toward annual goals and the extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.</p> <p>Through interview and a review of 4 student records, the monitoring team found that progress reports were provided to parents of students with disabilities in grades 7 through 12. These reports did not include information regarding student progress toward annual goals.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures the IEP contains all required content.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>All progress reports will include information regarding the student's progress toward the annual goals.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

<p>1. What will the district do to improve?</p> <p>The district will provide to all parents of students with disabilities, progress reports toward annual goals and the extent to which the progress is achieved. The progress reports will be mailed to parents once per quarter.</p> <p>What data will be given to OSE to verify this objective?</p> <p>A checklist will be developed that will be completed by the office secretary that will indicate whether a progress report was mailed to each student on the list. This information will be utilized by the Special Education Director to confirm that progress reports were mailed and to take corrective action if necessary.</p>	<p>Ongoing</p>	<p>Special Education Director, Special Education Staff, Office Secretary</p>	<p>Ongoing</p>	<p>Met June 04</p>
<p>Please explain the data (6 month)</p> <p>Student progress of identified goals were provided to a majority of parents during the last quarter of the 2002-03 school term. The goal page from the IEP documents were mailed with 3 of 4 staff members noting identified progress through understandable coding functions.</p> <p>The special education director has directed ALL staff to provide desired student progress information to parents on a quarterly basis and in some cases, at the mid-term of each quarter. This will include specifically what progress has been achieved during this time period. The office secretary will mail these documents to parents and confirm all identified students on an active checklist. Prior to sending parental information, the special education director will randomly sample progress reports from each sped teacher.</p>				
<p>Please explain the data (12 month)</p> <p>Student progress reports of identified annual goals have been sent to 100% of parents/guardians at second and third quarter academic reporting periods. These goal pages were coded correctly and denoted identifiable progress with individual student IEPs. The office secretaries have utilized an accurate checklist to ensure all reports have been accounted for and forwarded.</p>				

6 month reporting date 10/15/03
12 month reporting date 04/20/04
Closed 06/14/2004

Approved by SEP